



School of Health Education and Human Services
Bachelor of Social Work
SW347
Social Work Practice II
Term: Winter 2022
Number of Credits: 3 Credit Course

Course Outline

INSTRUCTOR: Jordan Aslett, MSW
LOCATION: C1540
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OFFICE HOURS: Tuesdays 12pm-1pm
METHOD: Face to Face, Synchronous
TIME: Tuesdays 9am – 11:50pm
DATES: January 11 – April 12, 2022

COURSE DESCRIPTION

This course aims to develop an understanding of the characteristics of organizations, institutions, and communities. Students will gain knowledge about macro practice theories and will begin to develop and enhance the social work skills used in various practice settings. Students will think critically about the structural responses to social distress.

ADDITIONAL COURSE DESCRIPTION

This course follows a generalist perspective that emphasizes how micro, mezzo and macro skills are interlinked. Students will learn how all three levels of practice skills are utilized in everyday practice situations. Students will think about clients and their problems in ways that take into account the client's larger environment by considering alternatives beyond individual and small group interventions. Students will learn how to assess and respond to macro targets of change using macro social work skills. This course will specifically examine Yukon and Canadian macro level social issues.

PREREQUISITES

Completion of 30 Social Work credit hours.

RELATED COURSE REQUIREMENTS

Computer & Internet Connection Required

EQUIVALENCY OR TRANSFERABILITY

For information on transferability and equivalency please contact the Bachelor of Social Work Office

LEARNING OUTCOMES

Goal: to acquaint the student with the theories and skills of macro social work practice.

Objectives: by the end of the course, the student will be able to:

- 1) describe the structure and characteristics of communities and organizations
- 2) explain theories, values, and ethics relevant to macro social work practice
- 3) think critically about community and organizational issues and needs
- 4) apply ethical principles and theories of change, assessment, program development, and project implementation and evaluation to an organization or community
- 5) articulate the role of social workers as agents of change in macro practice
- 6) understand the ideological, political, and social contexts that impact community development, particularly with respect to Indigenous people

COURSE FORMAT

Delivery Format

This course blends synchronous and asynchronous delivery of content. First, students will be required to prepare for class by watching pre-recorded video lectures that have been uploaded to Moodle by the instructor. Next, students will attend weekly class meetings in person that will focus on discussion of content and learning activities.

Weekly Breakdown of Hours

Activity	Estimated Time
Synchronous Face to Face Activities & Discussion	110 minutes
Asynchronous Video Lectures via Moodle	45 minutes
Weekly Readings (2 to 3 per week)	100 minutes
Assignments (varies week to week)	160 minutes
Total	415 minutes (approx. 7.5 hours)

It is important to note that the time required will vary by individual.

EVALUATION

Assignments	100%
Total	100%

Assignments*

Assignment 1 – (Annotated Bibliography) - 25% (Week 4 – February 4th, 2022)

Students will be required to complete an annotated bibliography on peer-reviewed materials that address a field of community-based practice.

Assignment 2 (Individual Reflective Paper) – 25% (Week 3 – February 18th, 2022)

Students will be required to write brief theory-based critical reflection on their engagement with a community group or event.

Assignment 3 (Individual or Group Project) – 25% (Week 9 – March 18th, 2022)

In a group or alone, students are required to complete a Yukon Government 'Community Development Fund' application.

Assignment 4 (Community Based Group Project) – 25% (Week 13 – April 15th, 2022)

As a class, students will be required to plan and execute an event for National Social Work Week. This assignment will also include a critical reflection.

COURSE WITHDRAWAL INFORMATION

Last date of withdrawal for this course without academic penalty is Friday March 11th, 2022

TEXTBOOKS & LEARNING MATERIALS

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. (2011). Promoting community change: Making it happen in the real world (1st Canadian Ed.). Toronto: Nelson Education.

Kelly, K., & Caputo, T. (2011). Community: A contemporary analysis of policies, programs and practices.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE

Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self-aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

Regular and punctual attendance is expected. Students who are persistently tardy (this includes arriving late, leaving early, taking extended breaks) or absent or who neglect academic work may be asked to withdraw from the class, or be excluded from the final examination. Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in your term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception, this additional assignment must be completed prior to the end of term.

TOPIC OUTLINE

CLASS SCHEDULE AND READINGS

Part I

Week 1

Orientation to Course

Week 1

January 11th, 2022

Introduction/Working as Part of a Team

In addition to being oriented to the course design, students will also be asked to apply their knowledge of teamwork to an ongoing project to design and a National Social Work Month event.

Required Reading

Moodle:

Hardcastle, Powers & Wenocur – Chapter 9 – Using Work Groups

Moodle:

Weber, Z., & Levine, K. (2016). Working effectively in teams. In A. O'Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Service Practice: Working with Individuals, Groups and Communities*. Toronto, ON: Oxford University Press

Part II

Weeks 2 - 4

Theoretical Foundations of Community-Based Social Work

Week 2

January 18th, 2022

Conceptualizing Community

'Community' is a diverse and often employed term in human service discourse. This week explores assumptions that underlie the various definitions of community in social work, politics, and the media.

Required Reading

Textbook

Parada, Barnoff, Moffatt & Homan – Chapter 1

Kelly & Caputo – Chapter 1 – Bringing Community Back In?

Kelly & Caputo – Chapter 2 – Why Community, Why Now?

Week 3

January 25th, 2022

Indigenous Perspectives on Community and Community Work

In mainstream social work practice, community is often conceptualized through western European perspectives. This week looks at how Indigenous people in Canada and globally understand what community is and the role of individuals and groups in maintaining healthy relationships.

Required Reading

Moodle:

Baskin, C. (2016). *Strong helper's teachings: The value of Indigenous knowledges in the helping professions (2nd Ed.)*. Toronto, ON: Canadian Scholars Press.

Chapter 8 – The Answers Are in the Community

Moodle: Select one of the 8 readings available on Moodle.

Week 4

February 1st, 2022

Theories & Frameworks of Community Practice

**Assignment 1 Due*

Community-based social work and community development is driven by theories of how the world operates, how people react to their circumstances and the ability for citizens to affect change. This week explores the many theories that inform the practice of community work.

Required Reading

Moodle

Hardcastle, Powers & Wenocur – Chapter 2 – Theory-Based, Model-Based Community Practice

Week 5

February 8th, 2022

The Role of Ideology in Community-Based Practice

The political environment that we practice in greatly affects what we choose to do and our limitations. This week looks at the politics of community-based practice with a specific focus on how ideology influences our choices and the institutions we work through.

Required Readings

Textbook

Kelly & Caputo – Chapter 3 – Identifying Community – Putting the Neoliberal Agenda into Action

Kelly & Caputo – Chapter 4 – Can the Neoliberal State Set the Agenda? The Challenges of Power and Politics

Kelly & Caputo - Chapter 5 – The Consequences of Neoliberal Funding Regimes

Week 6

February 15th, 2022

Understanding Community Change

**Assignment 2 Due*

Required Readings:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 2

Parada, Barnoff, Moffatt & Homan - Chapter 3

February 21nd, 2022

NO CLASSES – READING WEEK

Part III

Weeks 7 - 13

The Practice of Community-Based Social Work

Week 7

March 1st, 2022

Community Education

Through analysis of the work of educator and philosopher Paolo Freire, students will be introduced to the practice of ‘community education’. Students will utilize this skill in their semester end presentations.

Required Readings

Moodle:

Healy, K., & Levine, K. (2016). Community education. In A. O’Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Service Practice: Working with Individuals, Groups and Communities*. Toronto, ON: Oxford University Press.

Moodle:

Carroll, J., & Minkler, M. (2000). Freire’s Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8(1), 21–36.

Week 8

March 8th, 2022

Organizing: Part I

Bringing people together and motivating them to change systems is probably the community based social workers most valuable contribution. This class looks at and reflects on the practice skills required to help communities get organized.

Required Readings:

Textbook:

Parada, Barnoff, Moffatt & Homan – Chapter 4

Parada, Barnoff, Moffatt & Homan – Chapter 5

Week 9

March 15th, 2022

Organizing: Part II

Required Readings:

Textbook

Parada, Barnoff, Moffatt & Homan – Chapter 7

Parada, Barnoff, Moffatt & Homan – Chapter 8

Week 10

March 22nd, 2022

Public Awareness & Advocacy: Part I

As in direct practice, community practice requires practitioners to advocate for changes to systems and structures as well as for much-needed goods and resources for their community. This class looks at advocacy strategies for community based social workers.

Required Readings:

Textbook

Parada, Barnoff, Moffatt & Homan – Chapter 9

Parada, Barnoff, Moffatt & Homan – Chapter 10

Week 11

March 29th, 2022

Public Awareness & Advocacy: Part II

Required Readings:

Moodle

Hardcastle, Powers & Wenocur – Chapter 12 – Using the Advocacy Spectrum

Week 12

April 5th

Tactics for Community Action

This week focuses on tactics for how to anticipate, plan for and respond to events in the community. Real world examples of action are used to illustrate the possibilities for community transformation. This class synthesizes many of the practical skills discussed in other sections of the course.

Required Readings

Textbook

Parada, Barnoff, Moffatt & Homan – Chapter 11

Parada, Barnoff, Moffatt & Homan – Chapter 12

Week 13

April 12th, 2022

Engaging in Politicized Community-Based Practice

Social work is often said to have become ‘depoliticized’ over time with workers having moved away from activist and community oriented traditions that are part of the history of the profession. This class discusses the potential and opportunities for political action on the part of social workers.

Required Readings

Moodle: Two of the following

Carmen (2012) Race, Power and Social Action in Community Organizing

Woods, Gopal & George (2018) Responding to Neoliberalism

Preston & Aslett (2017) Youth Engagement in Community Organizations

Barnoff, Abdillahi & Jordan (2017) Building AOP organizations

Ng (2017) Trade Unions and Social Work